

# 2005 PAAP Mathematics Entry Slip for Content Standard



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

## STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.  
See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

*Task Specific* ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

*Not Task Specific* ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

## STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

*Rubric Level 1*

*Rubric Level 2*

*Rubric Level 3*

*Rubric Level 4*

## STEP 3

• Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

### MATHEMATICS

A. Numbers & Numbers Sense	1	2	3	4		
B. Computation	1	2	3	4		
C. Data Analysis & Statistics	1	2	3	4	5	
D. Probability	1	2	3	4		
E. Geometry	1	2	3	4		
F. Measurement	1	2	3			
G. Patterns, Relations, Functions	1	2	3	4		
H. Algebra Concepts	1	2	3	4	5	6
I. Discrete Mathematics	①	2	3	4		
J. Mathematical Reasoning	1	2				
K. Mathematical Communication	1	2				

## CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

# 2005 MEA PAAP Task Description # \_\_\_\_\_

Student Name: \_\_\_\_\_ Task Date: \_\_\_\_\_

Content Area (Circle one):	ELA	<u>Mathematics</u>	Science & Technology
Content Standard:	<u>1</u>	Performance Indicator:	<u>1</u> Rubric Level: <u>2</u> Rubric Page# <u>Math 20</u>
Assessment Format (as listed in <i>PAAP Framework of Assessment Formats</i> ) Check all that apply:			
Selected Response	<input type="checkbox"/>	Constructed Response	<input checked="" type="checkbox"/> Performance Based <input type="checkbox"/>
Source of Task:	<u>PAAP Task Bank</u>		Points for Task: <u>6+</u>
Task Title:	<u>Mathematics in Pictures</u>		<div>Media</div>

**Description of Task:** (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required the student to create a Venn diagram based on two given mathematical categories and then to use it to answer one question.

## Prior Knowledge and Skills Required:

The student had to know numbers above 20, the concept of odd and even numbers, the meaning of the < symbol, and how a Venn diagram works.

## Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided instruction related to Venn diagrams and the mathematical concepts listed above, prior to the assessment. The Venn diagram and a related question were provided.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

**Data Key:** (Define any symbols used for completion or correction of task.)

\_\_\_\_\_ = correct

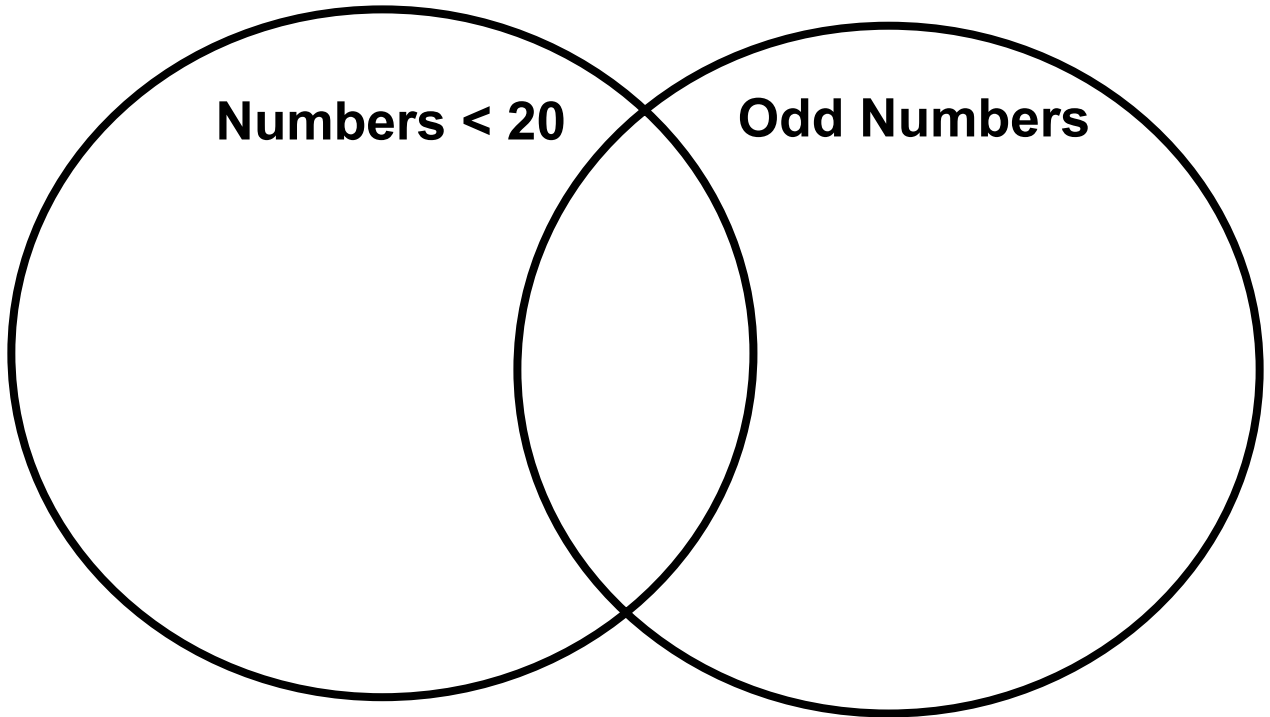
**% Correct** \_\_\_\_\_

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

**Other Information:** (ex., Clarify how the point value of the task was determined.)

## Mathematics in Pictures

Create\* a Venn Diagram by inserting at least two numbers in each section of template below.



- 1) What rule did you use to decide which numbers belonged in the center section?

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% Correct \_\_\_\_\_

\*Note: Although a template is provided, it does not become a Venn or tree diagram until information is filled in, thus it can be scored as a student creation.

# 2005 MEA PAAP Task Description # \_\_\_\_\_

Student Name: \_\_\_\_\_ Task Date: \_\_\_\_\_

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: 1 Performance Indicator: 1 Rubric Level: 2 Rubric Page# Math 20

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:

Selected Response ☐ Constructed Response ☒ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6+

Task Title: Mathematics in Pictures

Media

**Description of Task:** (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required the student to create a Venn diagram based on two given mathematical categories and then use it to answer one question.

## Prior Knowledge and Skills Required:

The student had to know numbers above 20, the concept of odd and even numbers, the meaning of the > symbol, and how a Venn diagram works.

**Teacher Role in Task:** (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided instruction related to Venn diagrams and the mathematical concepts listed above, prior to the assessment. The Venn diagram and a related question were provided.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

**Data Key:** (Define any symbols used for completion or correction of task.)

\_\_\_\_\_ = correct

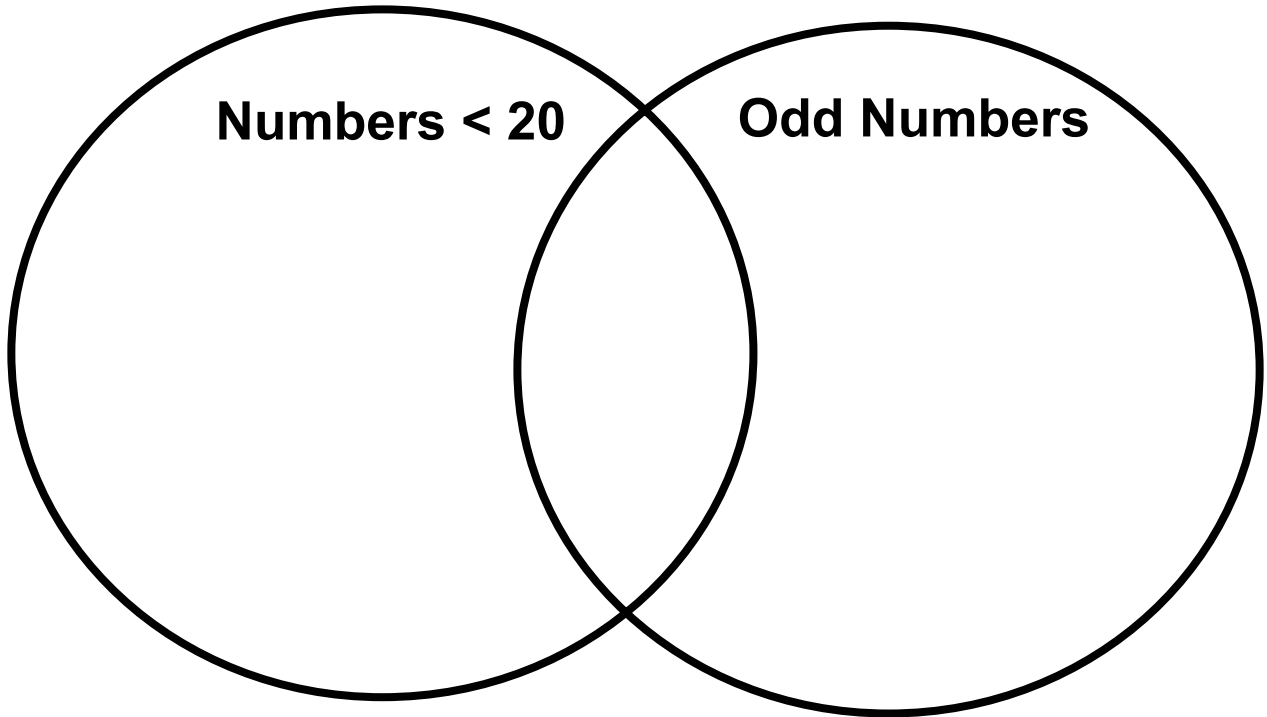
**% Correct** \_\_\_\_\_

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

**Other Information:** (ex., Clarify how the point value of the task was determined.)

## Mathematics in Pictures

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% Correct \_\_\_\_\_

\*Note: Although a template is provided, it does not become a Venn or tree diagram until information is filled in, thus it can be scored as a student creation.